

WILLISTON-ELKO MIDDLE

12333 Main Street
Williston, SC 29853

GRADES 5-8 Middle School

ENROLLMENT 345 Students

PRINCIPAL Dr. Eavon H. Hickson 803-266-3430

SUPERINTENDENT Alexia C. Clamp 803-266-7878

BOARD CHAIR Jason W. Stapleton 803-266-3285

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|------------------|-------------|----------------|----------------------|-----------------------|
| 0 | 3 | 26 | 20 | 1 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Average | N/A |
| 2002 | Good | Below Average | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | Average | Below Average | No |

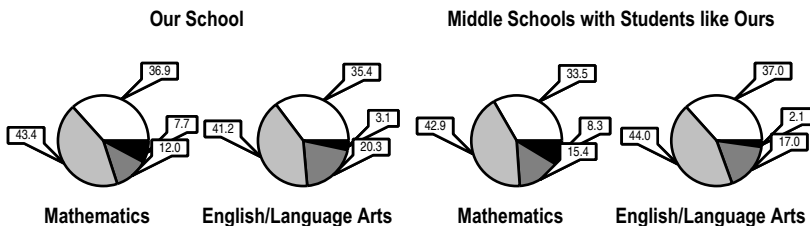
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|---|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 341 | 100.0 | 35.4 | 41.2 | 20.3 | 3.1 | 32.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 189 | 100.0 | 44.0 | 37.4 | 17.6 | 1.1 | 25.8 | | |
| Female | 152 | 100.0 | 24.5 | 46.2 | 23.8 | 5.6 | 39.9 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 164 | 100.0 | 20.0 | 43.9 | 29.7 | 6.5 | 46.5 | Yes | Yes |
| African-American | 175 | 100.0 | 50.0 | 38.1 | 11.9 | 0.0 | 19.0 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 263 | 100.0 | 21.9 | 47.8 | 26.3 | 4.0 | 40.9 | | |
| Disabled | 78 | 100.0 | 78.2 | 20.5 | 1.3 | 0.0 | 3.8 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 341 | 100.0 | 35.4 | 41.2 | 20.3 | 3.1 | 32.0 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 341 | 100.0 | 35.4 | 41.2 | 20.3 | 3.1 | 32.0 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 225 | 100.0 | 44.7 | 43.3 | 12.0 | 0.0 | 20.3 | Yes | Yes |
| Full-pay meals | 114 | 100.0 | 16.7 | 37.0 | 37.0 | 9.3 | 55.6 | | |

| | | | | | | | | | |
|---|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 341 | 100.0 | 36.9 | 43.4 | 12.0 | 7.7 | 32.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 189 | 100.0 | 39.6 | 39.0 | 13.7 | 7.7 | 31.9 | | |
| Female | 152 | 100.0 | 33.6 | 49.0 | 9.8 | 7.7 | 32.2 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 164 | 100.0 | 24.5 | 46.5 | 15.5 | 13.5 | 45.8 | Yes | Yes |
| African American | 175 | 100.0 | 48.2 | 40.5 | 8.9 | 2.4 | 19.6 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 263 | 100.0 | 24.3 | 50.2 | 15.8 | 9.7 | 41.3 | | |
| Disabled | 78 | 100.0 | 76.9 | 21.8 | 0.0 | 1.3 | 2.6 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 341 | 100.0 | 36.9 | 43.4 | 12.0 | 7.7 | 32.0 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 341 | 100.0 | 36.9 | 43.4 | 12.0 | 7.7 | 32.0 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 225 | 100.0 | 47.9 | 42.4 | 7.8 | 1.8 | 21.7 | Yes | Yes |
| Full-pay meals | 114 | 100.0 | 14.8 | 45.4 | 20.4 | 19.4 | 52.8 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|---------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | 90 | 100.0 | 40.0 | 48.2 | 11.8 | N/A | 11.8 |
| | Grade 6 | 77 | 100.0 | 30.6 | 44.4 | 23.6 | 1.4 | 25.0 |
| | Grade 7 | 77 | 100.0 | 30.4 | 49.3 | 20.3 | N/A | 20.3 |
| | Grade 8 | 72 | 100.0 | 26.5 | 55.9 | 17.6 | N/A | 17.6 |
| 2004 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | 99 | 100.0 | 35.7 | 43.9 | 17.3 | 3.1 | 20.4 |
| | Grade 6 | 89 | 100.0 | 45.5 | 33.0 | 19.3 | 2.3 | 21.6 |
| | Grade 7 | 77 | 100.0 | 31.2 | 36.4 | 26.0 | 6.5 | 32.5 |
| | Grade 8 | 76 | 100.0 | 25.0 | 56.6 | 15.8 | 2.6 | 18.4 |

| | | | | | | | | |
|--------------------|---------|-----|-------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | 90 | 100.0 | 35.3 | 55.3 | 8.2 | 1.2 | 9.4 |
| | Grade 6 | 77 | 100.0 | 18.1 | 44.4 | 22.2 | 15.3 | 37.5 |
| | Grade 7 | 77 | 98.7 | 30.9 | 51.5 | 10.3 | 7.4 | 17.6 |
| | Grade 8 | 72 | 100.0 | 29.4 | 51.5 | 11.8 | 7.4 | 19.1 |
| 2004 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | 99 | 100.0 | 39.8 | 41.8 | 12.2 | 6.1 | 18.4 |
| | Grade 6 | 89 | 100.0 | 43.2 | 39.8 | 12.5 | 4.5 | 17.0 |
| | Grade 7 | 77 | 100.0 | 24.7 | 41.6 | 18.2 | 15.6 | 33.8 |
| | Grade 8 | 76 | 100.0 | 39.5 | 50.0 | 5.3 | 5.3 | 10.5 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|-----------------|-----------------------|--|----------------------|
| Students (n= 345) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 51.3% | Up from 10.9% | 13.4% | 14.6% |
| Retention rate | 3.6% | N/A | 3.9% | 3.0% |
| Attendance rate | 95.9% | Up from 94.9% | 95.5% | 95.9% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 4.4% | | 6.8% | 5.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 5.3% | | 6.2% | 5.3% |
| Eligible for gifted and talented | 15.1% | Down from 16.6% | 12.8% | 14.3% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 21.9% | Up from 21.0% | 14.7% | 13.9% |
| Older than usual for grade | 6.1% | Down from 9.6% | 5.4% | 4.2% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.6% | Down from 3.9% | 1.2% | 0.9% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 23) | | | | |
| Teachers with advanced degrees | 21.7% | Up from 18.2% | 48.5% | 48.7% |
| Continuing contract teachers | 78.3% | Up from 63.6% | 81.1% | 81.7% |
| Highly qualified teachers** | 95.0% | N/A | 91.3% | 90.4% |
| Teachers with emergency or provisional certificates | 9.5% | | 5.0% | 5.3% |
| Teachers returning from previous year | 84.3% | Up from 78.4% | 83.6% | 85.1% |
| Teacher attendance rate | 92.5% | Down from 93.2% | 94.9% | 94.8% |
| Average teacher salary | \$34,940 | Up 5.5% | \$39,168 | \$40,566 |
| Prof. development days/teacher | 15.0 days | Up from 12.8 days | 10.3 days | 11.0 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 2.0 | 4.0 | 3.3 |
| Student-teacher ratio in core subjects | 16.7 to 1 | Down from 20.9 to 1 | 20.9 to 1 | 21.3 to 1 |
| Prime instructional time | 86.3% | Down from 86.6% | 89.1% | 89.3% |
| Dollars spent per pupil* | \$4,496 | Down 12.2% | \$5,562 | \$5,821 |
| Percent of expenditures for teacher salaries* | 68.7% | Up from 65.7% | 62.1% | 61.8% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 98.0% | Down from 99.0% | 95.0% | 95.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development program | Excellent | N/A | Average | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools** | N/A | | 92.0% | |
| Highly qualified teachers in high poverty schools** | N/A | | 91.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school** | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our school year has been filled with adventure and exhilarating challenges. Nonetheless, we continued to embrace high academic standards and provide our students with the best possible education. Each student was encouraged to achieve his/her highest goal. Therefore, as educators, we will ensure that each student is provided an opportunity to reach his/her potential. Academic excellence is our primary focus. We strive toward achieving our mission of developing caring and productive citizens by providing our students with experiences that are challenging and enriching.

Our community service projects were cultivated through our raising monies for the following organizations: March of Dimes, Pennies for Patients through the Leukemia and Lymphoma Society, American Cancer Society, Secret Santa, and UNICEF.

We are a proud community-school family who work together to pursue wisdom and acquire understanding. Your continued support is requested and sincerely appreciated as we continue our journey to enhance the lives of our students. All stakeholders must assume responsibility for the improvement of the academic accomplishments of our students. Students must devote more time to their studies, and parents must encourage their children to excel.

Mrs. Virginia Smith, SIC

Eavon H. Hickson, Ed.D., Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 20 | 73 | 46 |
| Percent satisfied with learning environment | 95.0% | 83.3% | 89.1% |
| Percent satisfied with social and physical environment | 100.0% | 84.7% | 78.3% |
| Percent satisfied with home-school relations | 30.0% | 80.3% | 62.2% |

*Only students at the highest middle school grade level at this school and their parents were included.